

## Mentor Information

### Activation stage

I have an understanding of good classroom practice

I have an awareness of the school's ITT partnership.

I have discussed my subject/school responsibility with trainees.

### M1 Developmental Stage

My experience matches the previous stage and:

I am knowledgeable of the school's ITT policy.

I am knowledgeable about the Standards for QTS, observation techniques, provider expectations and OFSTED framework for ITT providers.

I have assessed trainees at various stages in their teaching.

### M2 Operational Stage

My experience matches the previous stage and:

I have good practice principles and keep my teaching updated.

I understand the aims and scope of the Standards for QTS as well as OFSTED gradings.

My observations are made for/ of development and reflect the experience of the trainee.

I am knowledgeable of provider expectations.

### M3 Managerial Stage

My experience matches the previous stage and:

I have knowledge of my school systems, the staff CPD requirements linked to the SDP and the mentor experience potential of the staff team.

I can provide a yearly overview of ITT involvement.

I am aware of the trainee's development needs.

I have knowledge of monitoring ITT and link it to a review cycle.

### M4 Strategic Stage

My experience matches the previous stage and:

I understand and promote the importance of the involvement in ITT mentoring to CPD.

I understand how to access networks available to continue to develop best practice in ITT.

I understand how to ensure equality of entitlement across all routes into teaching. I can provide opportunity for all staff to access the framework for SBT CPD.

## M1 Developmental Stage Mentor

Your folder should contain

Record of Positive Performance Management lesson observation	
Record a Positive Performance Management review	
Prepared detailed lesson plan (used to provide trainee with exemplar)	
Copy of ITT policy with own role highlighted	
Records of attendance at mentor training/training in observation eg notes	
Record of discussion with experienced mentor on the role of ITT provider and the school in the training process	
Record of observing an experienced mentor feeding back to a trainee	
Record of joint observation of a trainee	
Record of a more experienced mentor observing feedback to a trainee	
Observation form written for a trainee referring to standards	
Copy of OFSTED descriptors	
Written "J" Form	

## M2 Operational Stage Mentor

Your folder should contain

Record of Positive Performance Management lesson observation	
Record a Positive Performance Management review	
Prepared detailed lesson plan (used to provide trainee with exemplar)	
Copy of ITT policy with own role highlighted	
Records of attendance at mentor training eg notes	
Record of discussion with experienced mentor on the role of ITT provider and the school in the training process	
Record of observing an experienced mentor feeding back to a trainee	
Record of joint observation of a trainee	
Record of a more experienced mentor observing feedback to a trainee	
Observation form written for a trainee referring to standards	
Review session records showing progression against set targets	
Record of more experienced mentor observing review session	
Copy of OFSTED descriptors	
Written Ji Form	
Written Jiii Form	
Written Jii Form	
Record of attendance at mentor meetings within school	
Record of attendance at university subject panel meeting(s)	

## Using the observation form - Mentors

- ✓ We need a written body of evidence to backup our final reports.
- ✓ It must provide regular feedback for the Trainee that builds up a profile of performance.
- ✓ Providing feedback and setting targets regularly enables action that can then be followed through in the next observation.
- ✓ We need to keep to an observation 'rota' - a collection of observations later in the practice may be too late for action.
- ✓ It is important that the Trainee understands why comments have been made and has an opportunity to contribute to the evaluation of their teaching.
- ✓ We need to be constructive and objective in giving feedback so that the Trainee builds an accurate picture of their competence and is not misled as to their achievements.
- ✓ Both you and the Trainee need to sign the form to indicate that it has been discussed.

## Giving constructive feedback - Mentors

1. Start and end with the positive - you did a good job of ...
2. Be specific - when you did ... - you ...
3. Refer to Trainee behaviour which can be changed eg confrontational language.
4. Offer practical alternative ways of doing things.
5. Give the feedback as your personal view - another teacher may be happy, but ...
6. Leave the Trainee with a choice ... if possible  
Eg on safety matters there is not choice.
7. Think about what the feedback you give says about you ... - if it's all negative, how can the Trainee act positively on it? ...
8. Give the feedback as soon after the lesson as possible.
9. Avoid giving too much feedback too quickly. Stick to the main focus initially. Give the trainee time to absorb it. If they are distressed leave off and start again tomorrow.
10. Finish on a positive note ... - there'll be another time for reinforcing the negative points ...

## Reviewing progress – Mentors

Encouraging Trainees to reflect on their own performance is vital. It helps if they are given prompts so that they do most of the thinking for themselves.

### Some suitable prompts

- Talk me through .... ?
- What do you think was the effect of ....?
- How else might you ..... ?
- What would help you to move forward with this .... ?
- What objectives would help you .... ?
- So, summarise what went well ..... ?
- What would you change next time .... ?

### However, sometimes you will need to take the initiative eg

- I was interested to see .....
- I was impressed with the way .....
- It was effective when you .....
- Have you considered ..... ?
- Would it be a good idea to .... ?
- So do we both agree that we will now ..... ?

## Review sessions – Mentors

### EACH WEEK

- Look through the teaching practice file to check that plans, worksheets, records of marks, lesson evaluations etc are filed methodically.
- Collate the observation schedules from all staff from the previous week and discuss.
- Look for the Trainee meeting the standards.
- You, or the Trainee, may fill in the review session record but you must both sign it.
- Be careful that you flag up causes of concern as these records are part of the 'evidence trail'.
- Keep one copy of the record for your final assessment and give another to the Trainee.

How can a Trainee's progress be monitored?

**Talking with :** Trainee

Pupils

All relevant staff

**Looking at :** File (For General Organisation)

File (For Plans, Evaluations)

Pupils' Books

Performance in Lessons

Observation Schedules

Review Session Records

## Suggestions for the focus of review sessions

- Pitch of delivery
- Planning lessons
- Evaluating lessons
- Self evaluation
- Time management
- Class management
- Assessing pupils' learning
- Marking
- Departmental policies

## Writing targets on the review session record

Consult with other staff whose lessons are being taught. There may be common causes for concern.

## The targets should be :

- Achievable
- Worthwhile
- Measurable
- Very specific
- Few at a time
- Confidence building
- Something you can help with

## Examples of targets

- Aspects of teaching style (eg voice)
- Aspects of learning strategies (eg varying tasks)
- Aspects of class management (eg insist they put their pens down)
- Introductory recap of previous lesson
- Introductory activity
- Ask more pupils on table X to answer questions
- Conclusion to restate the aim of the lesson
- Incorporating homework into lesson plan
- Timing eg start tidying away X minutes before end of lesson
- Have evaluations ready by .....
- Have extra work ready for the faster worker